

SPEECH FUNCTION OF ENGLISH CLASSROOM INTERACTION AT 12TH GRADE OF SMK TEKNOLOGI NASIONAL BEKASI

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ABSTRAK

The goal of this study was to discover and describe classroom interaction in the English teaching and learning process at SMK Teknologi Nasional Bekasi's eighth grade. This study was conducted in the form of a descriptive qualitative study with a naturalistic approach. Observations through online systems and in-depth interviews were used to collect data for this study at SMK Teknologi Nasional Bekasi. The result was (1) interaction in pre-teaching, which was further divided into four categories: greeting, asking students' conditions, checking students' attendance, and announcing the materials that would be learned by the students in the meeting; (2) interaction in while-teaching, which was further divided into three categories: motivating students to learn, rewarding students, and assisting students in learning the material; and (3) interaction in post-teaching.

Keywords : Teacher talk, Student talk, Classrooms interaction

INTRODUCTION

One of the most significant aspects of the teaching process is language. Language is the ability of humans to communicate with one another via the use of signs or symbols, such as words and body motions. Language is used by people not just to interact with others, but also to share ideas, information, and expertise (Teo, 2019). "Notion of language as declared means of communication between members of the public in the form of a symbol of the sound made by said individual," Keraf writes. As a result, language is crucial in life; without it, people would struggle to speak with one another, deliver messages, or explain themselves, making it impossible to interact in our surroundings (Sa'adah, 2021).

English is an international language that is spoken by people all over the world. "English is one of the communication instruments in" one-on-one interactions. English is

one of the instruments for expressing ideas, thoughts, views, and sentiments in a foreign language, both verbally and in writing. English is an important international language that should be learnt by the general population as well as in schools (Rao et al, 2019). According to the government, English is a must-learn language in both elementary and secondary schools, and elementary schools have been given authority to introduce English as a topic. It was extremely difficult to teach English in a school setting, particularly in Indonesia (Collen, 2021).

As a result, simple interaction can be used in the classroom to create engagement between students and teachers. Interaction is the foundation of L2 learning, "through which learners are involved in both improving their personal communicative abilities and socially, developing their identities through collaboration and negotiation." In fact, most English as a foreign language practice takes place in the classroom (Jeong, 2020). As a result, teachers must provide opportunities for students to practice their language skills in the classroom, as this will improve their learning and communication skills. It meant that the more they practiced, the more skilled and confident they became at utilizing the language (Salaberry et al, 2019).

Other interactions occur between students, students and materials, and the main components of the teaching-learning process (teacher and students) with supporting components such as materials, space, time, teaching-learning facilities and learning media, school environment, and environment surrounding the school. The English teaching-learning process in junior high schools is one of the interactions in the teaching-learning process (Sholikhan, 2020). As a result, interaction is critical for the smooth operation and achievement of the goals being pursued. According to the above statement, the researcher observed related activities at SMK Teknologi Nasional Bekasi in order to find them in English. Based on an interview with an English instructor.

The teacher was given information in learning English, and there are differences in strategy in teaching each class. For example, eighth grade one prefers singing to learning English, while eighth grade two prefers conversation, and eighth grade three prefers conversation and visuals. As a result, an English teacher should have a variety of skills and strategies for achieving learning objectives.

LITERATURE VIEW

Systemic Functional Linguistics

The theory of Systemic Functional Linguistics is based on the concept of language function. It focuses on the reality of language and context, interpersonal meaning in a text, and emphasizes function and semantics as the foundation of human language and communicative action. SFL is a powerful tool for examining language comprehension and the context in which it is utilized. The syntactic structure of language is accounted for by SFL. It prioritizes the function of language over more structural methods that prioritize the elements of language and their combination (Chen, 2018).

People use language to fulfill the function of language as interpersonal meaning, according to SFL theory, and interpersonal meaning is concerned with the speaker's part in the speech function. Even in English as a foreign language, Systemic Functional Linguistic is widely utilized and studied by students and teachers (Liping Zhu, 2020). In terms of the study's theoretical framework, Systemic Functional Linguistic is the primary theoretical foundation.

Metafunction

The metafunctions are the function approach retains the idea that humans utilize language to fulfill three functions in their lives: to express, exchange, and arrange information (Hovy, 2021). The essential concept upon which the theory is built, according to Halliday is metafunction. He further claims that as members of society, humans (1) represent, (2) organize, and (3) trade this experience. Theory of language's fundamental functions, dividing lexicogrammar into three major metafunctions: ideational, interpersonal, and textual. Each of the three metafunctions is concerned with a different component of the universe and a different mode of the clause's meaning (Ellis, 2019).

Speech Function

The ability to express ideas in a way that allows listeners to completely comprehend them is referred to as speech function. According to Ye and Tarigan in Dian et al, (2019) , speech function is an activity or performance by language users such as asking, demanding, and answering that satisfies the speakers' and listeners' purposes. Speech functions are used as a platform for communicating experiences in order to meet customer demands. People employ the speech function in their daily interactions. According to Holmes in Eka et al, (2018) many everyday encounters serve both an

emotional (or social) and a referential (or informative) function, which in this case is creating contact between two individuals for social functions like greetings or weather observations.

Every interaction in society, even simply greeting others, serves a purpose. When individuals discuss weather, phenomena, and facts in society, it serves a purpose. It might have a social role, such as showing solidarity and empathy, or it can have a referential function, such as informing others. However, we must recognize that communication serves a variety of purposes, particularly in diverse cultures. It depends on who we're talking to and where we're talking. According to Holmes in Eka (2018), any utterance can express many functions, and any function can be stated by a stretch of discourse that doesn't exactly correspond to an utterance, different speech communities stress different purposes and express them differently.

Because linguistic politeness is culturally formed, the standards for courteous behavior vary significantly from one speech community to the next. We must consider the communities in which we speak. What language will we use in the community, and how polite will we be when we communicate in the community? It is critical to select an appropriate language since it is utilized to accomplish certain types of communicative activities, such as making a request or delivering advice. Fundamental exponents are well-known. Examining how people use language in social situations can reveal a lot about how language functions, as well as social interactions in a community and how language can help us express our social identity Holmes in Eka (2018)

English Classroom

A classroom, according to Collins English Dictionary (2020), is a room where classes are held, notably in a school or college. An English classroom is a space in a school where students learn English. English class, according to Urban Dictionary, is a class that teaches pupils about the English language. English is a very essential, vital, and, most importantly, enjoyable class during the early years. However, by middle school, English class has become a redundant lesson in which pupils are repeatedly taught the same topics (basic grammar and punctuation, paragraph construction, and so on).

By high school, the fun and beneficial lesson had been completely replaced by an asinine course that placed far too much focus on over analysis and essay writing (where the teacher frequently orders the pupils to write a five-page essay in that time), and

considerably less emphasis on creativity. When they are in high school English, many idiots believe that Shakespeare is the only playwright who has ever existed, and that no important work has been created after the late Victorian era.

METHOD PENELITIAN

Research is the stuff that is used to collect and analyze data to get a better understanding of the subject or situation. There are two types of research methods in general. They are qualitative and quantitative research, which have various qualities such as how they are carried out and what they are used for. In this study, qualitative research was used to support the findings. Qualitative research has the following characteristics:

- 1) Investigating a problem and gaining a thorough understanding of a key phenomenon.
- 2) Having the literature review have a modest role in the problem justification.
- 3) State the goal and research questions in a wide and generic manner so that the participants' experience is not harmed.
- 4) Gathering data from a limited group of people based on their statements in order to gain the participants' perspectives.
- 5) Using text analysis, analyze the data for descriptions and themes, and assess the greater meaning of the findings.
- 6) Creating a report that incorporates the researchers' subjective reflection and bias, as well as flexible, evolving frameworks and evaluation standards.

This study employs descriptive qualitative research methods. The purpose of descriptive research is to describe facts about the current state and situation. The sample in this study was an English teacher at Smk Teknologi Nasional Bekasi, this research will be discussed in the discussion of the English teacher in class and what types of speech functions are used, the most common functions, and the reasons why teachers use speech functions differently in English classes. Data collection techniques in this study used interviews and documentation.

RESULT AND DISCUSSION

The researcher will express each teacher's argument in the following manner to make it easier to understand. The function of expression There are numerous causes of employing expressing function in the classroom. Teacher I's purpose is to represent

feelings in the classroom. It can be used to show both the teacher's sadness and the pupils' joy. This kind is used by instructor for a purpose. It is to express feeling.

Use this feature to communicate love, joy, and other emotions. While the instructor's goal is to praise students, for example when they do an exercise, the teacher gives feedback by praising them when their answer is correct. The role of the directive In the classroom, Teacher I has a reason to use the directive function. He believed that teachers should engage students by ordering and asking questions. The teacher's goal is to instruct and ask students. Not the same as the teacher. He uses directive functions to provide students with procedures and instructions. Teachers, on the other hand, cannot let children walk alone. It is very important for teachers to provide instruction to students at all times.

The function of a reference The referential function, as indicated in the preceding chapter, gives information. It is for this reason that I use this function as a teacher. He employs this function to provide information to the kids because answering the question and following the teacher's request will tire them. As a result, because the teacher is a source of information for the pupils in the classroom, the instructor should provide information to them. It was also established in the previous chapter that the referential function is concerned with facts. The purpose of teacher is to educate pupils how to see and observe occurrences that are facts, whereas the purpose of teacher is to provide information, particularly concepts in language acquisition.

Because the teacher recognizes that the students have limited language expertise, he or she provides linguistic information. Function of metalinguistics Teacher uses the metalinguistic function to explain language features and components, particularly vocabulary, whereas teacher uses it to explain language features and components, such as grammar. Teacher purpose, like that of teacher, is to explain some difficult vocabulary and provide definitions. The function of poetry The poetic function focuses on the aesthetic features of language, and teachers rarely use this style of expression in the classroom.

Teacher also stated that the purpose of lyrical expression is to encourage pupils, but teacher purpose is to tease or insinuate the students. Teacher teases the kids with English poetry utterances, which is more polite than using Indonesian language. Phatic activity The teacher utilizes the phatic function to greet the students, whereas the teacher

uses it to convey or show concern. The purpose of instructor is to astonish the pupils, freshen their minds, and reset their mood. The preceding explanation explains why each sort of speech function is used in the classroom.

After outlining why each form of speech function is used, the researcher will explain why teachers employ each type of speech function differently, as specified in the research goals. The three teachers use distinct sorts of speech functions in the classroom, as evidenced by the interview. Of course, there is a reason why the teacher employs a different speech function. The three teachers had distinct reasons, according to the researcher. Teacher I believes that using voice function in the classroom in a different way can clarify the learning process. When the expressive function is used, it can reflect the teacher's feelings as well as maintain the pupils' mood. If a teacher only asks questions and delivers directions to students, they would feel frustrated.

The teacher should also provide information because the teacher serves as a source of information for the students in the classroom. Unlike teacher, the rationale for teacher is that each type of speech function is slightly different, thus the speaker must employ the appropriate speech function for the situation and condition. Because knowing the types of speech functions allows someone to use the type of speech function that is most suited for the situation, particularly in the classroom. While the reason for teacher is that each type serves a distinct purpose, it can communicate feelings, give instructions, inform, and so on. Depending on the situation, it is employed with a different time allocation.

A teacher cannot just educate pupils about anything; rather, he or she should provide instruction to students, particularly in the area of language development. As a result, because each type of speech function has a particular role, teachers use them differently depending on the condition and situation. They employ different types in different situations, and they don't just deliver knowledge; they also convey their thoughts by giving instructions, explaining things, motivating pupils, and expressing their sympathy with them.

CONCLUSIONS

The conclusion is that the referential function is the most common type of speech function used by English teachers at the Bekasi National Technology Vocational School. (the conclusion is at the end after the results and discussion). The researcher counts the total utterances in percentage form to determine the percentage of each type of speech

function after classifying the data into some forms of speech function. The percentage of each kind differs from the preceding chapter's description of each teacher. Based on the data from the previous chapter, it is clear that the referential function is the most commonly utilized. It may be stated that referential function is the most common form of speech function used by all English teachers at SMK Teknologi Nasional Bekasi. To respond to this assertion, the researcher conducts an interview. The researcher obtains information about why teachers use speech function differently in the classroom by conducting an interview.

The researcher categorizes each teacher's reason in a table, as indicated in the previous chapter. Each type of speech function is used for different purposes. The expressive function is used to express feelings and to deliver compliments. Interaction, command, request, and give instruction and process are all directive functions. The referential function is to provide information, train for perceiving phenomena, and provide information, particularly in the context of language learning. The purpose of metalinguistics is to explain and learn vocabulary, language elements, and difficult terms. The purpose of poetry is to motivate and tease students. The purpose of phatic is to greet students, demonstrate concern, and refresh their minds.

As discussed in the last chapter, there are a variety of reasons why teachers use different types of speech functions in the classroom. The researcher finds that the reason why teachers employ speech functions differently is because each kind has a particular function, thus they use it depending on the condition and situation, as explained in the previous chapter. They employ different types in different situations, and they don't just deliver knowledge; they also convey their thoughts by giving instructions, explaining things, motivating pupils, and expressing their sympathy with them.

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